The effect of the realistic teaching model on kinetic perception and learning some skills among second-year middle school students in football
El efecto del modelo de enseñanza realista sobre la percepción cinética y el aprendizaje de algunas habilidades entre estudiantes de segundo año de secundaria en fútbol

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Abstract

Objective: To develop educational units based on the realistic teaching model, identify the effect of the realistic teaching model on kinetic perception and the learning of some skills among second-grade middle school students, and identify the strengths of the experimental and control groups in kinetic perception and the learning of some skills among second-grade middle school students.

Research methodology: The researchers relied on the experimental method because it is appropriate for the nature of the study's problem and objectives. The experimental method is one of the best scientific research methods for solving problems in a practical way. It relies on objective observation of a specific phenomenon occurring in an environment characterized by precise control over one or more variables, while keeping other variables constant. The researchers deliberately identified the study population using the purposive approach. The sample consisted of second-year secondary school students at Al-Futuwa Intermediate School for Boys, affiliated with the Karkh Education Directorate/Third Secondary School/Baghdad, for the 2024-2025 academic year, with 85 male and female students distributed across three classes

Result: Researchers have found that the authentic teaching model enhances learners' ability to adapt to different learning styles and variables. In today's rapidly changing world, individuals must be able to adapt to new situations and unexpected challenges.

Conclusions: The realistic teaching model contributed to enhancing learners' confidence and ability to control the learning process, and the realistic teaching model provides students with opportunities to continuously evaluate themselves throughout the learning process, helping them identify and correct errors, thus improving their skills and overall progress.

Keywords

Realistic teaching model; kinetic perception; football.

Resumen

Objetivo: Desarrollar unidades educativas basadas en el modelo de enseñanza realista, identificar su efecto en la percepción cinética y el aprendizaje de ciertas habilidades en estudiantes de segundo de secundaria, e identificar las fortalezas de los grupos experimental y de control en la percepción cinética y el aprendizaje de ciertas habilidades en estudiantes de segundo de secundaria.

Metodología de la investigación: Los investigadores se basaron en el método experimental por su adecuación a la naturaleza del problema y los objetivos del estudio. El método experimental es uno de los mejores métodos de investigación científica para la resolución práctica de problemas. Se basa en la observación objetiva de un fenómeno específico que ocurre en un entorno caracterizado por un control preciso sobre una o más variables, manteniendo constantes las demás. Los investigadores identificaron deliberadamente la población de estudio mediante el enfoque intencional. La muestra estuvo compuesta por estudiantes de segundo año de secundaria de la Escuela Intermedia para Varones Al-Futuwa, afiliada a la Dirección de Educación Karkh/Escuela Secundaria de Tercera Edad/Bagdad, para el año académico 2024-2025. 85 estudiantes, hombres y mujeres, distribuidos en tres clases.

Resultado: Los investigadores han descubierto que el modelo de enseñanza auténtica mejora la capacidad de los estudiantes para adaptarse a diferentes estilos y variables de aprendizaje. En el mundo actual, en constante evolución, las personas deben ser capaces de adaptarse a nuevas situaciones y desafíos inesperados.

Conclusiones: El modelo de enseñanza realista contribuyó a mejorar la confianza de los estudiantes y su capacidad para controlar el proceso de aprendizaje, y les brinda oportunidades para autoevaluarse continuamente a lo largo del proceso, ayudándoles a identificar y corregir errores, mejorando así sus habilidades y su progreso general.

Palabras clave

Modelo de enseñanza realista; percepción cinética; fútbol.

Introduction

The realistic teaching model is an important tool for understanding how individuals develop realistic interactions in shaping individual perception. Individuals who observe positive role models in their learning environments whether teachers, peers, or community members—acquire self-regulation skills through observation and imitation. When learners see effective organizational models, they may adopt similar learning strategies, thereby improving their ability to regulate learning. This model emerged to employ the requirements of constructivist theory to improve the teaching and learning processes according to realistic conditions, such as the subject matter or subject to be taught, the characteristics of the teacher, students, school or university, and the local environment. This model was presented building on the teaching reality in Arab schools and some constructivist ideas. The realistic learning model is defined as a set of stages and diagrams that illustrate the relationship between the elements of the teaching and learning processes and the learner's experiences and life situations in the real world, to make learning meaningful and develop the learner's mental abilities (Al-Haq, 2007 : Shaalan et al., 2022).

The realistic teaching model promotes the concept of self-efficacy, which is the belief in one's ability to achieve goals. This belief is an important driver of self-directed realistic learning because it enhances individuals' motivation to continue learning and adapt to challenges. When individuals feel capable of completing certain tasks and are supported by their realistic environment, they are more willing to implement realistic learning strategies. The importance of the realistic learning model lies in its ability to reduce the complexity of the classroom environment and lesson organization, thus facilitating the learning of new concepts. Scientific concepts help solve task-related problems (Mohamed, 2020). The importance of this research is significant from a theoretical perspective because it contributes to understanding how the realistic teaching model affects kinetic perception and skill learning, which contributes to the development of educational theories and innovation in teaching methods. From a practical perspective, this research helps improve teaching methods and develop effective training strategies for second-grade middle school football students, enhancing student performance and increasing their motivation to learn. It also contributes to providing accurate assessment tools for teaching methods, which positively affects sports education outcomes and the more effective development of students' skills.

Research Problem

The process of teaching football to second-grade middle school students faces numerous challenges. Many of them suffer from poor kinetic perception and an inability to learn basic skills effectively and quickly. This is sometimes due to traditional methods that focus on indoctrination and theoretical activation, which do not meet students' diverse needs for understanding and applying kinetic skills in a practical and realistic manner. Hence, the need to implement modern and effective teaching models, such as the realistic model, which focuses on practical training and direct interaction with real world playing conditions, with the aim of improving kinetic perception and skill learning more efficiently.

However, despite the importance of this model, its effectiveness and impact on students' sports skill learning are still under study and research. Does the use of a realistic teaching system actually contribute to improving students' kinetic perception and skill learning? If so, how effective is it compared to traditional methods? Can it be widely implemented in middle schools? Ultimately, two questions remain

- To what extent does the realistic teaching model contribute to improving kinetic perception and skill learning among second-grade middle school football students?

- What are the differences in skill learning levels between students using this model and those using traditional methods?

Research Objectives

- To develop educational units based on the realistic teaching model.

- To identify the effect of the realistic teaching model on kinetic perception and the learning of some skills among second-grade middle school students.

- To identify the strengths of the experimental and control groups in kinetic perception and the learning of some skills among second-grade middle school students.

Research Hypotheses

- There is no statistically significant difference between the pre- and post-test results of the two research groups in kinetic perception and the learning of some football skills among second-grade middle school students.

- There are no statistically significant differences between the control group and the experimental group in the post-test to measure kinetic perception and the learning of some football skills among second-grade middle school students.

Research fields

- Human field: A sample of second-grade students at Al-Futuwa Intermediate School for Boys in the Baghdad/Karkh Third Education Directorate for the 2024-2025 academic year.

- Time field: (8/10/2024) to (15/5/2025)

- Spatial field: The sports field of Al-Futuwa Intermediate School for Boys in the Baghdad/Karkh Third Education Directorate.

Method

Research Methodology and Field Procedures

Research Methodology

The researchers relied on the experimental method because it is appropriate for the nature of the study's problem and objectives. The experimental method is one of the best scientific research methods for solving problems in a practical way. It relies on objective observation of a specific phenomenon occurring in an environment characterized by precise control over one or more variables, while keeping other variables constant.

Community and sample research

The researchers deliberately identified the study population using the purposive approach. The sample consisted of second-year secondary school students at Al-Futuwa Intermediate School for Boys, affiliated with the Karkh Education Directorate/Third Secondary School/Baghdad, for the 2024-2025 academic year, with a total of 85 male and female students distributed across three classes. This was intentional because identifying communities using a purposive approach is an important factor contributing to the success of scientific research and achieving its objectives. The careful selection of target communities is not merely a procedural step; rather, it is a deliberate strategy to ensure that efforts are focused on the groups or individuals most closely related to the research topic. First, intentionally defining a population helps achieve research objectives more precisely because it allows the researcher to engage with participants who have unique experiences or knowledge that align with the research question. This focus can improve the strength and reliability of the findings, as this approach reduces variability that could negatively affect the data. Furthermore, this approach helps allocate resources more efficiently. When researchers define a population accurately, they can focus their energy and time on studying specific aspects in depth, which positively affects the quality of the data collected. This depth of understanding extends beyond information acquisition to a more comprehensive and accurate analysis of the phenomenon being studied. Intentional methods also allow for some diversity in the target population, which enriches the study by considering how different variables affect the results. This diversity helps generalize the findings more broadly. Therefore, it can be argued that intentionally defining a population not only helps enhance the reliability of research findings but also enhances the value of scientific research as a whole, allowing researchers to draw deeper and more accurate conclusions. The research sample was selected from students in Groups A and B by lottery (traditional randomization), with 15 students in each group an exploratory study was conducted on students in Group C, making up 35.29% of the total sample population. Appendix (1)

Note that the remaining students also entered the classroom, but the researchers did not statistically treat them, only the students (30). Furthermore, the researchers did not conduct a homogeneity analysis

on the variables (height, weight, age) because they did not affect the dependent variable, and because the students belonged to the same age group, and the subject was compulsory for all students.

Methods, Devices, and Tools Used in the Research

Refers to the methods and techniques researchers use to solve problems, which do not rely on tools such as data, samples, or equipment. These include the following:

Methods Used in the Research

- References and Arabic and International Sources

Devices and Tools Used in the Research

The researchers used the following devices to complete the research requirements:

- HP laptop
- Winight camera (2)
- Metal measuring tape
- Colored marking tape
- 2 whistles
- 12 cone-shaped markers
- Electronic stopwatch (Pingegg No. 2)
- Melted football ball, 20 pieces
- Central square layout
- Small football goal, measuring 40 x 20 meters

Research Tools Used

- Data collection and data entry forms for the study
- Personal interview
- Test of kinetic perception and the sports skills to be studied
- Objective observation through visual tests and educational units.

Field research procedures

Testing kinetic perception in football (Fathi, 2015)

Defining Football Skills

Football skills were identified based on the intermediate physical education teacher's guide prepared by the General Directorate of Curricula at the Iraqi Ministry of Education, which included the skills (under investigation).

Defining specific tests for the nominated skills

The identified tests are:

- Dribbling test between (5) markers: (Gharzan, 2015).
- Passing test rebounding against a wall for (30) seconds: (Atallah, 2001).
- Suppression skill test at the starting line from (6) yards away (Othman, 1990).
- Shooting test at a target painted on a wall (Al-Rahi, 2012).

Exploratory Experiment

The researchers, with the assistance of the working group, conducted a exploratory experiment with students outside the student sample and the study sample. 10 students from Section C, in kinetic per-

ception, were selected on October 14, 2024. On October 15, 2024, a exploratory experiment was conducted to test football skills with 10 students in Group D to identify the difficulties and obstacles they faced in applying the test and develop solutions for them.

- Determine the time period required to conduct the kinetic and skill tests.

- Evaluate the efficiency and availability of the support team.

- Evaluate the efficiency and effectiveness of the devices and tools used in the test.

- Evaluate the extent of students' interaction and engagement with the test and their level of satisfaction with it.

The test was found to be appropriate for the sample, and no difficulties or obstacles were encountered in administering the test. It is worth noting that a exploratory test was conducted on the same day to test kinetic perception and football skills.

Scientific Basis for Tests

To ensure the validity of the measurements, researchers must verify the scientific basis of the test before beginning the main experiment. To achieve this, researchers establish the scientific basis for the tests (validity, reliability, objectivity) so they can be validated and applied to the research sample.

Validity

Content validity was used to verify the validity of the test by presenting the test to a group of experts and specialists and calculating the percentage of agreement. The study concluded that all tests were valid.

Reliability Test

The researchers used the test-retest method to determine the reliability coefficient of the test. This means that over two days, under conditions as similar as possible, the test method is administered again to the same exploratory exploratory sample, and the same individual is tested repeatedly. The testing method involves obtaining measurement results for 20 students (20 behaviors and mathematical skills) in a exploratory study from October 14 to 15, 2024, and re-evaluating the same group of students seven days later, from October 12 to 22, 2024. By calculating the simple Pearson correlation coefficient between the results, as shown in Table (4), it can be seen that the three and four tests exhibit stability properties.

Objectivity of the Tests

The researchers relied on the use of fixed units of measurement for the test, which means that the researchers will not interfere with the students' performance, as the test has been proven to be highly objective.

Pre-tests (Equivalence)

A pretest was conducted for the study sample on October 28, 2024, to test kinetic perception and kinetic skills. For students in the experimental and control groups, a test was administered on October 29, 2024. For students in the control group, the study sample was exposed to an educational unit accompanied by the researchers, subject teachers, and support staff to explain the skills to be learned. The researchers sought to establish the conditions and methods for conducting the test so that the same conditions would be met when conducting the post-test. The test was administered in a specially prepared and planned location at Al-Futuwa Secondary School for Boys, Karkh Education Directorate/Third Directorate, Baghdad.

The results revealed no statistically significant differences between the groups in terms of the studied variables, as the difference was not statistically significant at the significance level (0.05). This indicates equivalence between the two groups, as shown in Table (1). It indicates that the researchers recorded only successful attempts to test kinetic perception in football and ignored failed attempts.

Table 1. Show the sample equivalence in the pre-tests of the experimental and control groups

Tests	Unit of measurement	Control		Experimental		Arithmetic mean of difference	T value Calculated	Level Sig	Type Sig
		Mean	Standard deviation	Mean	Standard deviation				
Rolling test	Time	19.9	0.72	20.0	0.68	0.23	0.61	0.54	Non sig
Dampening test	Degree	2.66	0.73	2.60	0.82	0.59	0.23	0.81	Non sig
Passing test	Repetition	3.33	1.17	3.53	1.18	0.002	0.46	0.64	Non sig
Shooting test	Degree	3.93	0.96	3.53	0.99	0.36	1.12	0.27	Non sig
Kinesthetic perception test	Success attempts	16.8	1.26	16.9	0.96	2.67	0.32	0.74	Non sig

At a degree of freedom (n-2=28) and a significance level of (0.05).

Table (1) shows that the calculated t-values for the skill and kinetic perception tests and the football skills under investigation were lower than their values at a significance level of (0.05) and degrees of freedom of (28), indicating that the two research groups achieved the principle of equivalence in the research variables above. In addition to using these results, cardiac tests were conducted on both study groups.

Preparing educational units based on the realistic teaching model

After the researchers completed the exploratory experiment and the pretest, they prepared a special educational unit for the experimental group members according to the steps of the realistic teaching model.

Pre-teaching reality analysis

The teacher begins by evaluating the nature of the content and its suitability to the characteristics of the students and the school environment. The students' abilities in ball control, balance, and communication during play are analyzed. Available resources, such as the playing field and sports equipment, are also identified.

Planning for Instruction (Preparing for Instruction)

Lesson objectives are identified, including improving kinetic awareness and mastering dribbling, blocking, passing, and shooting skills. Practical activities are then prepared, beginning with warm-up exercises, followed by applied experiments to improve each skill, incorporating motivational questions to assess understanding and relate the skills to the reality of playing football.

Implementation (Lesson Description)

A practical explanation of each skill is provided, with correction of errors during the exercises. The lesson includes a discussion session to discuss the challenges faced by the students, and group exercises are organized to promote cooperation and interaction. The lesson concludes with a performance evaluation, addressing any misconceptions, and then closing exercises to enhance comprehension.

The proposed timeline for the course is as follows:

- Week (10).

- The number of instructional units per week is (2) units, resulting in (20) instructional units.

- The duration of the instructional unit is (45) minutes.

The researchers used a variety of learning strategies and methods based on the realistic teaching model during the instructional unit. The researchers used three types of skill exercises in the instructional unit. The researchers aimed to provide skill-based exercises, kinetic-behavioral exercises, and exercises that link more than one skill in football to kinetic perception. The final formulation was as follows:

- The preparatory part (10 minutes) includes administrative and introductory aspects (general preparation) and specific preparation (physical exercises).

- The main part (30 minutes) consists of (10) minutes for the educational part (explaining skills and presenting models) and (20) minutes for the practical part.

- The final part (5 minutes) includes a mini-game and relaxation and calming exercises.

Implementation of Major Research Experiments

After conducting a exploratory experiment on some of the students in the research sample to avoid obstacles and difficulties faced by researchers, the main experiment of the study was conducted. The experimental period for both research groups was from November 4, 2024, to July 1, 2025.

Post-test

The post-test was conducted as similarly as possible to the initial test. Students in the experimental group took the kinetic perception and skills test on January 14, 2025, and students in the control group took the kinetic perception and skills test on January 15, 2025.

Statistical Methods

The researchers used the SPSS statistical program.

Findings

Presentation, Analysis, and Discussion of the Results of the Pre- and Post-Tests for the (Experimental) Group:

Table 2. Shows the difference in arithmetic means, standard deviation, calculated t-value, error level, and significance of the differences between the results of the pre- and post-tests for the tests under study for the experimental group.

No.	Variables	Unit of measurement	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value calculated	Level Sig	Type Sig
			Mean	Standard deviation	Mean	Standard deviation					
1	Rolling test	Time	20.0	0.68	17.9	0.73	-2.21	1.06	-7.73	0.00	Sig
2	Dampening test	degree	2.60	0.82	5.46	1.06	2.86	1.06	-10.4	0.00	Sig
3	Passing test	Repetition	3.53	1.18	6.26	1.03	2.73	1.09	9.62	0.00	Sig
4	Shooting test	degree	3.53	0.99	6.53	0.63	3.00	0.92	12.5	0.00	Sig
5	Kinesthetic perception test	Success attempts	16.9	0.96	20.4	1.45	3.53	1.06	12.9	0.00	Sig

At a degree of freedom (n-1 = 14) and a significance level of (0.05).

Presentation, analysis, and discussion of the results of the pre- and post-tests for the (control) group:

Table 3. Shows the difference in the arithmetic means, its standard deviation, the calculated (t) value, the error level, and the significance of the differences between the results of the pre- and post-tests for the tests under study for the control group.

Variables	Unit of measurement	Pre-test		Post-test		Arithmetic mean of difference	Standard deviation of differences	T value calculated	Level Sig	Type Sig
		Mean	Standard deviation	Mean	Standard deviation					
Rolling test	Time	19.9	0.72	19.0	0.61	0.88	0.89	-3.84	0.002	Sig
Dampening test	degree	2.66	0.73	3.73	0.59	1.06	0.59	5.95	0.00	Sig
Passing test	Repetition	3.33	1.17	4.60	0.91	1.26	0.45	10.7	0.00	Sig
Shooting test	degree	3.93	0.96	4.93	1.03	1.00	0.75	5.12	0.00	Sig
Kinesthetic perception test	Success attempts	16.8	1.26	18.1	1.50	1.33	0.61	8.36	0.00	Sig

At a degree of freedom (n-1 = 14) and a significance level of 0.05.

Presentation, analysis, and discussion of the results of the pre- and post-tests for the two research groups (control and experimental) in skills and kinetic perception in football:

Table 4. Shows the arithmetic mean, standard deviation, and calculated (t) value for the tests under study between the control and experimental groups.

Variables	Unit of measurement	Control		Experimental		Arithmetic mean of difference	T value calculated	Level Sig	Type Sig
		Mean	Standard deviation	Mean	Standard deviation				
Rolling test	Time	19.0	0.61	17.9	0.73	0.19	-4.35	0.00	Sig
Dampening test	degree	3.73	0.59	5.46	1.06	3.50	-5.52	0.00	
Passing test	Repetition	4.60	0.91	6.26	1.03	0.20	4.68	0.00	

Shooting test	degree	4.93	1.03	6.53	0.63	0.11	5.10	0.00	
Kinesthetic perception test	Success attempts	18.1	1.50	20.4	1.45	0.02	4.31	0.00	Sig

At a degree of freedom (n-2=28) and a significance level of (0.05), Table (4) shows a statistically significant difference between the post-test results of the experimental and control groups, in favor of the experimental group.

Discussion

The researchers attribute this advantage to the application of the realistic teaching model, which seeks to transform the active learning process into one of the elements for developing sports skills, especially in football. Through this model, students attempt to set specific learning objectives, which helps motivate them to actively participate in the educational process. This type of learning requires students to be able to monitor, organize, and control their own learning, motivational, and perceptual-kinetic characteristics, and to guide them through the learning environment in a manner consistent with their goals. Since designing a lesson plan based on the realistic learning model helped create the appropriate conditions for an effective lesson, the reality analysis stage provides the teacher with the opportunity to plan and organize the process of learning football skills based on the students' realities, abilities, and available resources. This approach positively contributes to student engagement, motivates them to implement training activities, and understands the kinetic performance of basic football skills. This provides them with experiences for success and skill development, "because the student plays an active role in the realistic learning model by practicing various activities and linking them to reality for a deeper understanding of the learning experiences" (Sharif, 2017)

Students begin learning independently by setting educational goals. Students are encouraged to set personal goals related to developing specific football skills. These goals increase internal motivation and help students focus on the technical and athletic aspects they need to improve. The researchers developed educational units based on the realistic teaching model, and they were highly monitored and organized. Students must evaluate their progress toward the defined learning goals and seek ways to become more efficient. This includes the ability to analyze their performance and identify strengths and weaknesses, thus encouraging learning. Researchers explain the positive impact of teaching based on the realistic learning model through the model's stages, which helped students acquire sound knowledge about the kinetic perception of basic football skills. This was positively reflected in the correct application of exercises, as well as providing them with the opportunity to perform some exercises collectively and collaboratively. "Using the realistic learning model increases learners' motivation, increasing their desire to learn" (Kazem et al. 2020).

Here, the researchers confirm that the realistic learning model provides a variety of methods, whether questions or activities, that motivate students to learn with passion and determination. This increases students' motivation to learn football skills, as they gain accurate information about kinetic perception and skill learning in football.

The researchers also attributed the contribution of the realistic teaching model to improving outcomes in learning football skills. "The model can serve as a lexicon to explain how observation, imitation, and realistic interaction affect learning. Students observe the behaviors and performance of others, whether peers or professionals, and learn from mistakes and successes" (Al-Saadani & Awda, 2006). The realistic model also contributes to improving football performance. Players are encouraged to constantly monitor their movements and interactions with others, which enhances their ability to adapt and motivate themselves. "The learning environment plays a vital role in providing support and guidance, as positive interactions with teachers and classmates provide a strong platform for learning. An environment that fosters participation and collaboration is essential for enhancing individual motivation and commitment, which directly contributes to improving the learning process" (Hassoun, 2024). Active learning in the authentic teaching model is an effective tool for developing football skills. Goal setting, self-monitoring, and peer interaction are important factors in improving performance. In this way, players can improve their technical and tactical skills, which may help enhance their performance on the field. "Realistic learning is a complex response system that enables individuals to examine their environment and

experiences; make appropriate decisions about the learning process, exercise judgment, and modify plans when necessary" (Al-Shammari, 2014).

Researchers also highlighted differences in the dependent variables of tackling, jumping, shooting, blocking, and kinesthetic perception that emerged under the influence of the realistic teaching model. It is important as a self-organized learning model for practicing kinetic skills because it provides a framework that combines structured self-learning with realistic interaction, allowing students to effectively develop their skills. The realistic teaching model should be integrated into the educational curricula required for football skills and kinesthetic perception. Applying the realistic teaching model in teaching football skills improves students' ability to learn independently, makes them more independent and able to manage their own learning, and helps them continuously develop their skills through teamwork and competition. Students learn principles such as sportsmanship and teamwork, fully reflecting the realistic dimension. For sports. The realistic teaching-learning model is an effective tool for teaching football skills. By incorporating observation, reinforcement, and realistic interaction into the learning process, this model enables teachers to more effectively foster students' skill acquisition. This helps them grow as athletes while also reinforcing real-world connections and sporting values. (Al-Shammari, 2014).

This model is therefore ideal for achieving success in the world of football, as it reflects the close connection between learning skills and the realistic dimension. Self-regulated learning refers to the interaction between individual and environmental processes to achieve specific goals. It aims to describe the reasons and how self-regulation processes occur and the responses that occur after applying specific strategies. It focuses on what motivates learners to self-regulate and identifies the processes they use to gain awareness, perception, and accomplish educational tasks and goals. (Abu Deif, 2006).

Researchers point to the importance of kinetic perception in learning football skills. Sports perception is important in students' learning football skills, as learning football skills is the most important gateway to entering the world of football. These skills, such as ball passing, blocking, dribbling, and shooting, require high-level kinetic movements, which play a key role in improving athletic performance. Therefore, understanding the importance of this perception and its role in the learning process is extremely important. Researchers also believe that when students learn how to perform processing movements accurately, they develop the ability to coordinate the movements of their hands and feet. This integration between the different parts of the body is a fundamental pillar for achieving high-level performance in football, facilitating their ability to execute skills with flexibility and fluidity. "We can see the importance of sports perception in helping students adapt to different situations during competition. When performing an action, we must be prepared to choose the appropriate attention to anticipate where the ball will go, as students are exposed to many stimuli that can distract them, whether external, such as environmental stimuli, spectators, and the sensitivity of the game, or internal, such as fatigue, psychological stress, thinking about mistakes, distraction, and the inability to concentrate due to internal and external variables and influences. This is an attempt to capitalize on the relationship between psychological factors and the accuracy of performance techniques" (Abbas, 2008). The researchers also pointed out that the role of kinetic perception not only affects technical skills but also extends to improving students' physical effectiveness. They learn how to better harness their strength and endurance, giving them an advantage over their competitors. In this way, students become better prepared to face the physical challenges they may encounter on the field. It is worth noting that practicing sports can enhance strategic thinking. The more students utilize their kinetic skills, the more they are able to think about their next move and make the right decisions at the right time. These mental attributes help them excel in all aspects of the game. Furthermore, "developing kinetic perception contributes significantly to building students' self-confidence" (Richard Schmidt & Graig , 2000).

The researchers noted that the realistic teaching model enhances learners' ability to adapt to different learning styles and variables. In today's rapidly changing world, individuals must be able to adapt to new situations and unexpected challenges. This is achieved by developing independent learning skills, as well as organizing these educational units according to the realistic teaching model. This contributes to improving kinetic perception and skill learning in football, as students' physical fitness and kinetic coordination are enhanced, helping them achieve better performance in the game and develop their technical skills. The planning process in teaching physical education is a necessary process and an indispensable stage. "This depends on the extent of understanding the special needs of the students, and

on the desires and problems of the students themselves. This also depends on the special plans available within the framework of human and material capabilities, which include many experts, educators, teachers, institutions, equipment, tools, and funds." (Sabry & Noubi ,2000).

Conclusions

- The realistic teaching model contributed to enhancing learners' confidence and ability to control the learning process.

- The realistic teaching model provides students with opportunities to continuously evaluate themselves throughout the learning process, helping them identify and correct errors, thus improving their skills and overall progress.

- The active learning process in the realistic teaching model is an effective tool for developing kinesthetic awareness and teaching students football skills.

- The use of the realistic teaching model in teaching football skills improves students' self-learning, making them more independent and able to manage their own learning.

- Kinesthetic awareness enables students to adapt to different situations in learning football skills by choosing the appropriate amount of attention required to anticipate the ball while performing kinesthetic awareness.

Recommendations

- It is recommended that educational units based on the realistic teaching model be designed to enhance students' ability to self-learn, help them improve their self-confidence, and effectively manage the learning process.

- Active learning methods should be adopted in teaching football technical skills, which are more suitable for developing sports awareness and helping students acquire sports skills.

- Explore how to integrate the realistic teaching model with other educational approaches to provide a diverse learning environment that promotes interaction and participation.

- Researchers recommend conducting future, longer-term studies to compare the effects of the realistic teaching model on students' football skill performance and explore best educational practices.

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